

Answers

Chapter 3 Safeguarding, Health and Safety and Wellbeing

Recall activities

- 1 Safeguarding is the action taken to promote the welfare of children and protect them from harm. (as defined by the NSPCC, 2018)
- 2 Relevant answers could include any of the following:
 - ▶ Health and safety responsibilities and duties for schools 2021
 - ▶ Prevent Duty Guidance 2015
 - ▶ Data Protection Act 2018 – UK General Data Protection Regulation (UK GDPR)
 - ▶ Supporting pupils at school with medical conditions 2015
 - ▶ Working together to safeguard children 2018
 - ▶ Multi-agency statutory guidance on genital mutilation 2020
 - ▶ Keeping children safe in education 2022

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How adults may use power and influence to abuse children	Example
Using a position of trust to bully, humiliate or undermine.	A member of school staff exploits a child for their own benefit.
Threatening punishment for non-compliance with unreasonable demands.	A teaching assistant accesses personal information on a child so that they can contact them outside of school.
Take advantage of an individual.	A teacher consistently bullies a child in front of other pupils in the class.
Gain unauthorised access to private information for their own advantage.	A child's teacher threatens to hurt a child if they do not agree to specific demands.

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GDPR	General Data Protection Regulations
LAC	Looked after child
FGM	Female genital mutilation
DSL	Designated safeguarding lead
CSE	Child sexual exploitation

Short-answer exam-style practice questions

- 1 **C** – Gender reassignment [1]
- 2 **One** from the following:
 - ▶ by interfamilial abuse [1]
 - ▶ through the use of inappropriate games [1]
 - ▶ through online materials and communication [1]
 - ▶ through observing sexual behaviour of others [1]
 - ▶ being exposed to pornographic content [1]
 - ▶ through threats of harm to the individual or family [1]

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- 3 a Health and Safety at Work Act 1974 [1]
- b Two descriptions from the following:
- ▶ Checking all areas daily and reporting any hazards [1]
 - ▶ Carrying out and adhering to risk assessments as and when needed [1]
 - ▶ Using safety equipment and PPE (personal protective equipment) where needed [1]
 - ▶ Ensuring all materials, equipment and resources are safe [1]
 - ▶ Not harming themselves or others by their actions [1]
 - ▶ Reading and abiding by the setting's health and safety policies and keeping up to date with any relevant training [1]
- 4 Three from the following:
- ▶ **Protection of personal data:** ensures that personal data of students, staff and parents/carers is handled securely and confidentially, protecting all the individuals [1]
 - ▶ **Legal obligation:** teachers are obliged to follow the regulations [1]
 - ▶ **Trust and reputation:** maintaining data protection compliance helps build trust and confidence among all parties involved [1]
 - ▶ **Data security:** compliance with data protection ensures that appropriate measures are in place to prevent unauthorised access, disclosure or destruction of personal data [1]
 - ▶ **Accountability:** data protection requires organisations to demonstrate accountability for how they handle personal data [1]
- 5 Any three from the following categories:
- ▶ Individual factors
 - ▶ Physical or developmental disability [1]
 - ▶ Child has been impacted by an abusive relationship [1]
 - ▶ Lack of secure attachment with parent/carer [1]
 - ▶ Parental (parent/carer/guardian) factors
 - ▶ Parent has already abused another child or young person or been abused themselves [1]
 - ▶ Parents have unrealistic expectations of child [1]
 - ▶ Lack of parenting skills [1]
 - ▶ Parental isolation [1]
 - ▶ Parental illness/drug abuse [1]
 - ▶ Environmental factors
 - ▶ Overcrowding in the home [1]
 - ▶ Domestic violence [1]
 - ▶ Poverty or lack of opportunity to improve the family's resources [1]
 - ▶ Non-biologically related adult in the home [1]
- 6 The response should include a comparison between the two terms. It would help to describe two or three of the following points to show the differences:
- Child or young person 'in need':**
- ▶ Refers to someone who requires additional support and assistance to achieve or maintain a reasonable level of health or development.
 - ▶ Defined by law as a person under 18 who needs extra support to improve their opportunities through services of the local authority.
 - ▶ 'In need' may encompass a range of circumstances, including living in poverty, those with disabilities, those experiencing family difficulties or relationship breakdowns, or those requiring support due to educational or emotional needs. This may mean that they are in social care, i.e. 'looked after children'. [2]
- Child or young person 'at risk':**
- ▶ Refers to someone a person who is vulnerable and who faces potential harm, abuse, neglect, or exploitation.

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- ▶ 'At risk' situations may involve exposure to physical, emotional or sexual abuse, neglect, domestic violence, substance misuse in the family, or involvement in criminal activities.
- ▶ The abuse may be happening, or the person may be at risk of it happening. [2]
- 7 Descriptions of **two** of the following or other appropriate procedures:
 - ▶ Staff training and awareness [1]: schools must ensure all staff receive comprehensive training on safeguarding policies and procedures. [1]
 - ▶ Clear reporting protocols [1]: schools must establish clear procedures for reporting any concerns about the safety or wellbeing of a child. [1]
 - ▶ Record keeping [1]: schools must maintain detailed records of any safeguarding concerns or incidents, including the actions taken and any follow-up measures. [1]
 - ▶ Risk assessment and prevention [1]: schools must conduct regular risk assessments of their premises to identify potential risks to children's safety. [1]
 - ▶ Partnership working [1]: schools collaborate with external agencies and organisations, such as local authorities, social services, and healthcare professionals, to ensure a coordinated approach to safeguarding. [1]
 - ▶ Safer recruitment [1]: only suitable candidates whose qualifications/references are checked and are committed to safeguarding children are employed. [1]
 - ▶ DBS checks, renewals, and updates [1]: enhanced DBS checks on all staff members, including teachers, teaching assistants, administration staff and all volunteers and contractors. DBS checks are regularly updated and renewed for all staff members. [1]
- 8 a 'Position of trust' is a legal term that refers to certain roles and settings where an adult has regular and direct contact with children. All adults who work with children and young people should be aware that they are in that position. [1]
- b Response could include any **two** from the following:
 - ▶ Follow safeguarding procedures to protect children from harm. [1]
 - ▶ Communicate effectively with parents, guardians and carers about the child's progress and any concerns. [1]
 - ▶ Encourage positive behaviour and social skills among the children. [1]
 - ▶ Plan and implement developmentally appropriate activities to promote learning and growth. [1]
 - ▶ Maintain confidentiality about personal information regarding the children and their families. [1]
 - ▶ Continuously update their training and knowledge on childcare best practices and child protection laws. [1]

Long-answer exam-style practice questions

- 1 Responses could include:

Response	Guidance
<p>Discussion of what Nicola should do about her concerns could include:</p> <ul style="list-style-type: none"> ▶ adhering to the nursery's safeguarding policies and procedures, which likely include protocols for identifying and responding to signs of potential harm or neglect ▶ reporting her concerns to the designated safeguarding lead and following established protocols for safeguarding children ▶ ensuring that her actions are in line with the nursery's policies on safeguarding, confidentiality and information sharing, respecting the privacy and 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications on how to approach the situation. The response demonstrates extensive depth of understanding of the next step Nicola should take to support the wellbeing of the child.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant.</p>

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<p>dignity of the child and her family throughout the process.</p> <p>Steps Nicola should take could include:</p> <ul style="list-style-type: none"> ▶ Observation and documentation ▶ Following the setting's policies and procedures for child protection ▶ Following accurate lines of reporting in a timely manner – act quickly and report to the DSL ▶ Maintaining confidential boundaries – remain professional and only talk to those who need to know ▶ Continuing to observe and monitor the child's behaviour and interactions – document and record updates in line with the setting's policy and report to the DSL ▶ Work in collaboration with parents to assess and support the child. 	<p>Most links have been made supporting the wellbeing of the child. Generally clear and mostly accurate.</p> <p>The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance.</p> <p>Some links made to how Nicola can approach the situation.</p> <p>The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario.</p> <p>The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ▶ The response is clearly expressed and well structured. ▶ Wide range of technical vocabulary used appropriately to fit the response. ▶ Rules of grammar are used effectively.
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Accept other appropriate responses.

2 Responses could include:

Response	Guidance
<p>Short-term effects of bullying (<i>include at least two</i>):</p> <p>Academic effects:</p> <ul style="list-style-type: none"> ▶ Decreased concentration and focus in class ▶ Drop in academic performance and grades ▶ Increased absenteeism due to fear of encountering bullies <p>Emotional effects:</p> <ul style="list-style-type: none"> ▶ Anxiety and stress ▶ Depression and self-esteem ▶ Social withdrawal and isolation 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for implementing anti-bullying procedures.</p> <p>All links have been accurately made between the short- and long-term effects of bullying.</p>

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<p>Long term effects of bullying <i>(include at least two):</i></p> <p>Academic effects:</p> <ul style="list-style-type: none"> ▶ Long-term disengagement from school and learning ▶ Lower educational attainment and career opportunities <p>Emotional effects:</p> <ul style="list-style-type: none"> ▶ Chronic mental health issues such as prolonged anxiety, depression and PTSD ▶ Difficulty forming and maintaining relationships ▶ Increased risk of substance abuse and self-harm <p>Strategies to prevent bullying <i>(good to discuss at least two in detail; good to refer to procedures that you have knowledge of from placement experience for your response):</i></p> <p>Implement policy and procedure:</p> <ul style="list-style-type: none"> ▶ Establish clear procedures for reporting and addressing bullying incidents. ▶ Make all children aware of the procedures in place in school for reporting incidents. <p>Education and awareness:</p> <ul style="list-style-type: none"> ▶ Conduct regular workshops for students, staff and parents/carers on the effects of bullying/cyberbullying and the importance of a supportive school environment. ▶ Integrate social and emotional learning programmes into the curriculum to promote empathy, resilience and positive interactions. <p>Technology and monitoring:</p> <ul style="list-style-type: none"> ▶ Use monitoring software to track and prevent cyberbullying activities on school networks and devices. ▶ Teach students about responsible use of social media. <p>Support systems:</p> <ul style="list-style-type: none"> ▶ Provide counselling services for both victims and predators of bullying to address underlying issues. <p>School culture and environment:</p> <ul style="list-style-type: none"> ▶ Promote a positive school culture where diversity is celebrated and respect is paramount. ▶ Encourage student-led initiatives and clubs focused on inclusivity and anti-bullying. <p>Parental involvement:</p> <ul style="list-style-type: none"> ▶ Engage parents/carers with regular communication and involvement in school activities and anti-bullying campaigns. ▶ Provide resources and training for parents/carers to recognise and address bullying behaviours at home. 	<p>The response demonstrates extensive depth of understanding of strategies to help prevent bullying.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant. Most links have been made to supportive strategies and are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to best practice. Brief understanding demonstrated of the need for effective policies and procedures. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to strategies. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ▶ The response is clearly expressed and well structured. ▶ Wide range of technical vocabulary used appropriately to fit the response. ▶ Rules of grammar are used effectively.
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Accept other appropriate responses.

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3 Responses could include:

Response	Guidance
<p>Potential indicators of inappropriate relationship could include (<i>good to discuss at least two in detail</i>):</p> <ul style="list-style-type: none"> ▶ Excessive time together: reports of spending an unusual amount of time together both inside and outside of school suggest a relationship that goes beyond professional boundaries. ▶ Private communication: reports of private texting/social media interactions indicate a breach of appropriate teacher–student communication protocols and potential grooming behaviours. ▶ Staff concerns: concerns raised by two members of staff. <p>Importance of childcare professionals being vigilant in identifying signs could include (<i>good to discuss at least two in detail</i>):</p> <ul style="list-style-type: none"> ▶ Child protection: the primary responsibility of all childcare professionals is to protect children from harm, including emotional, physical and sexual abuse. Early identification of inappropriate relationships is critical in preventing abuse. ▶ Maintaining a safe environment: ensuring professional boundaries are respected helps maintain a safe and supportive learning environment for all students. ▶ Legal and ethical duty: educators have a legal and ethical duty to safeguard children and young people, ensuring their safety and wellbeing at all times. <p>Steps to ensure safety and legal obligations could include (<i>good to discuss at least three in detail</i>):</p> <ul style="list-style-type: none"> ▶ Immediate reporting: the concerns should be reported immediately to the school’s designated safeguarding lead (DSL). The DSL is trained to handle such cases and take appropriate action. ▶ Evidence collecting: gather and document all evidence relating to allegations. ▶ Suspension of the teacher: Mr Thacker should be suspended pending investigation to prevent further contact with Sasha. ▶ Referral to authorities: the case should be reported to the Local Authority Designated Officer (LADO) for further investigation. ▶ Support for Sasha: provide Sasha with immediate support and access to counselling. ▶ Parental notification: inform Sasha’s parents/guardians of the situation and ensure that they are aware of the steps that are being taken and what support is available. 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for understanding and being vigilant in following the safeguarding procedures of the setting. All links have been accurately made to legal procedures to support the welfare of the child. The response demonstrates extensive depth of understanding of an inappropriate relationship.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant of safeguarding procedures and legal requirements. Generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Brief understanding demonstrated of the need for ensuring the safety of the child. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to legal procedures. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p>

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► **Maintain confidentiality:** handle the situation with full confidentiality.

- The response is clearly expressed and well structured.
- Wide range of technical vocabulary used appropriately to fit the response.
- Rules of grammar are used effectively.

Accept other appropriate responses.